RUBRIC

DRAMA: RELATIONSHIPS

CATEGORY	LEVEL 4 80–100%	LEVEL 3 70–79%	LEVEL 2 60–69%	LEVEL 1 50–59%
Knowledge and Understanding of Concepts	• Demonstrates thorough knowledge of a variety of drama conventions (e.g., story maps, narrating in role, role-playing)	• Demonstrates considerable knowledge of a variety of drama conventions (e.g., story maps, narrating in role, role-playing)	• Demonstrates some knowledge of a variety of drama conventions (e.g., story maps, narrating in role, role-playing)	• Demonstrates limited knowledge of a variety of drama conventions (e.g., story maps, narrating in role, role-playing)
Performance and Application	• Investigates possibilities and contributes ideas to present story theatre with high effectiveness	• Investigates possibilities and contributes ideas to present story theatre with considerable effectiveness	• Investigates possibilities and contributes ideas to present story theatre with some effectiveness	• Investigates possibilities and contributes ideas to present story theatre with limited effectiveness
Communication	• Works in a variety of groupings to tell stories and listen to the stories of others with high effectiveness	• Works in a variety of groupings to tell stories and listen to the stories of others with considerable effectiveness	• Works in a variety of groupings to tell stories and listen to the stories of others with some effectiveness	• Works in a variety of groupings to tell stories and listen to the stories of others with limited effectiveness
Reflecting, Responding, and Analyzing	• Reflects on the learning with telling and retelling stories with high effectiveness	• Reflects on the learning with telling and retelling stories with considerable effectiveness	• Reflects on the learning with telling and retelling stories with some effectiveness	• Reflects on the learning with telling and retelling stories with limited effectiveness

RUBRIC
CREATIVE PROCESS

ARTSLINK MODULE	STAGES	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
LEARNING GOAL AND SUCCESS CRITERIA **WORKSHOP**	Challenging/ Inspiring	• Participates in the development of success criteria with a high degree of effectiveness • Uses creative ideas inspired by the stimulus for creation, and uses research, takes inventory, and makes choices, with a high degree of effectiveness	• Participates in the development of success criteria with considerable effectiveness • Uses creative ideas inspired by the stimulus for creation, and uses research, takes inventory, and makes choices, with considerable effectiveness	• Participates in the development of success criteria with some effectiveness • Uses creative ideas inspired by the stimulus for creation, and uses research, takes inventory, and makes choices, with some effectiveness	• Participates in the development of success criteria with limited effectiveness • Uses creative ideas inspired by the stimulus for creation, and uses research, takes inventory, and makes choices, with limited effectiveness
WORKSHOP **STUDIO**	Imagining/ Generating	• Uses ideas (e.g., brainstorms, sketches, draws on prior knowledge) inspired by the stimulus with a high degree of effectiveness • Defines the problem in a unique way with a high degree of effectiveness	• Participates in the development of success criteria with considerable effectiveness • Uses creative ideas inspired by the stimulus for creation, and uses research, takes inventory, and makes choices, with considerable effectiveness	• Participates in the development of success criteria with some effectiveness • Uses creative ideas inspired by the stimulus for creation, and uses research, takes inventory, and makes choices, with some effectiveness	• Participates in the development of success criteria with limited effectiveness • Uses creative ideas inspired by the stimulus for creation, and uses research, takes inventory, and makes choices, with limited effectiveness
STUDIO	Planning/Focusing	• Uses a high degree of effectiveness when planning and focusing (gathering information, articulating ideas, making choices about art forms, tools, and strategies)	• Uses considerable effectiveness when planning and focusing (gathering information, articulating ideas, making choices about art forms, tools, and strategies)	• Uses some effectiveness when planning and focusing (gathering information, articulating ideas, making choices about art forms, tools, and strategies)	• Uses limited effectiveness when planning and focusing (gathering information, articulating ideas, making choices about art forms, tools, and strategies)
STUDIO	Exploring/ Experimenting	• Uses a range of art elements, techniques, conventions, and/or principles in response to the stimulus with a high degree of effectiveness	• Uses a range of art elements, techniques, conventions, and/or principles in response to the stimulus with considerable effectiveness	• Uses a range of art elements, techniques, conventions, and/or principles in response to the stimulus with some effectiveness	• Uses a range of art elements, techniques, conventions, and/or principles in response to the stimulus with limited effectiveness